AS IN OLD DAYS

College Men Gathered Round the Banquet Board.

FIRST UNIVERSITY CLUB MEETING

Old Days Recalled, Old Songs Sung.

Notable Assembly in Which Many Colleges Shared—Success Throughout.

College and university graduates representing institutions from England to California, via New England, were gathered around the festive board spread for the University Club of Hawaii at the Arlington Hotel last evening. It was the first time in the history of the country that college graduates have got together to recall the pleasant days of college life and the auepicious send-off given at this first semi-annual meeting and banquet places the stamp of permanence and success upon this latest Hawaiian organization.

Some 30 members were present at the short business meeting held in the Arlington parlors previous to the banquet. At this meeting resolutions were passed to change the name of the organization to the University Club of Hawaii, and to admit graduates of the Massachusetts Institute of Technology to membership.

Promptly at 8 o'clock a recess was taken to investigate the banquet, which Proprietor Krouse had prepared.

The banquet hall was tastefully decorated with palms. On the walls in the rear of the room were prominently displayed large American and Hawaiian flags and the Harvard red, Yale blue and other college colors added to the homelike appearance that cheers the college man's heart.

At the head table were seated Chief Justice Judd, with the guests of honor, President Dole and Minister Smith, on either hand; also Justices Frear and Whiting. The full list of those present and the colleges represented is as follows:

Albert Francis Judd—A. B., Yale '62; A. M., '65; LL.D., '94; L.L.B., Harvard '64.

Douglas Putnam Birnie—A. B., Yale '78.

Winfred Howard Babbitt—A. B., Williams '95.

Charles M. Hyde—A. B., Williams '52; A. M., '55; D.D., '72.

Nathaniel Bright Emerson—A. B., Williams' 65; A. M., '68; M. D., New York College Physicians and Surgeons, '69.

Albert Lloyd Colston—C. E., Cornell, '95.

Arthur Burdette Ingalls—A. B., Amherst '90; A. M., '93.

Charles A. Peterson—A. B., Amherst '79; A. M., '84; M. D., Columbia, '84.

Sereno E. Bishop—A. B., Amherst '46; D. D., '96.

Sidney Miller Ballou—A. B., Harvard '93.

J. T. Crawley—A. B., Harvard '90.

William Austin Whiting—A. B., Harvard '77; LL. B., Boston University, '79.

Walter Maxwell—A. M., Harvard '89.

John Leadingham—A. B., Oberlin '83; A. M., '93.

Wallace R. Farrington—B. S., Maine State College '91.

A. V. Gear—B. A., University of California, '87.

Lyle A. Dickey—A. B., Yale '91; LL.B., Lake Forest '94.

John Quinby Wood—A. B., Wesleyan '90.

Walter F. Frear—A. B., Yale '85; LL.B., '90.

Samuel Pingree French—A. B., Dartmouth '93.

William Edwards Rowell—A. B., Williams '67.

Frank Alvan Hosmer—A. B., Amherst '75; A. M., '78.

A. B. Lyons—A. B., Williams '63; M. D., University of Michigan '68.

W. R. Castle—LL. B., Columbia '73; A. M., Oberlin '86.

Oliver Pomeroy Emerson—A. B., Williams '68; A. M., '71.

Arthur A. Macurda—A. B., Brown '95.

James M. Monroe—A. B., University of Indianapolis '71; A. M., '74.

Theo. Richards—A. B., Wesleyan '88.

James A. Wilder—A. B., Harvard '93.

Frank Stanwood Dodge—C. E., Massachusetts Institute of Technology '75.

The post prandial exercises were set in motion by Chief Justice Judd, President of the Club, who made a capital toast master. He made a short congratulatory speech, and introduced A. L. Colston, as the first speaker in the "prize debate" upon the relative merits of scientific and classical institutions. Mr. Colston represented the scientists and spoke as follows:

Before we can discuss intelligently the relative value of different kinds of training we must first ask ourselves:

What is the purpose of an education? The purpose of an education is to teach us how to live. By living we do not mean mere existing, but to live in the fullest sense of the word, with the full enjoyment of all our faculties and with deep appreciation of our surroundings.

Herbert Spencer has divided the activities of life into five different classes.

1. Those activities which directly minister to self-preservation.

2. Those activities which by securing the necessaries of life indirectly minister to self-preservation.

3. Those activities which have for their end the rearing and discipline of offspring.

4. Those activities which are involved in the maintenance of proper social and political relations.

5. Those miscellaneous activities which make up the leisure part of life, devoted to the gratification of the tastes and feelings.

That these activities are stated in their true order of importance may be readily granted. The ideal of an education is complete preparation for each. This preparation should be greatest where the value is greatest and least where the value is least.

It is my purpose to touch briefly upon each of these divisions, and show, if possible, the relative value of scientific and classical knowledge in each.

In the preparation for those activities which minister to self-preservation we are fortunately aided by nature. We are endowed with certain instincts and warned by aches and pains. Through ignorance, however, these warnings many times go unheeded and a practical knowledge of the science of physiology and hygiene would have saved many a sickness and death. I fail to see here any use of the classical knowledge.

And now we come to those activities by which we earn our livelihood. Those who take the narrow dollars and cents view of life claim that the only preparation needed is for this activity and can see use for only the professional and trade schools. To be sure, the earning of a livelihood is an essential part of our existence, but we must acknowledge that if life were completely taken up in the mere getting of money it would not be worth living. However, the great majority of men are engaged in the production and distribution of commodities. Do the classics aid one in the commercial world? How many problems of profit and loss are solved by the use of Latin and Greek?

The practical use of science has increased production many fold, and the producer and consumer are brought together by means of the great railroad and steamship lines, the result of engineering science.

We pass now to the third form of activity, the bringing up of children. Here we may ask the fathers and mothers which they find of the most use in the rearing of children, the sciences of physiology and physchology or their knowledge of Latin and Greek?

In the preparation for the duties of citizenship we can well study the sciences of economics and sociology. We grant the use of the classics in getting at ancient history to teach us the experience of older nations; but the average man would be better instructed in the duties of citizenship were he to turn to some work on descriptive sociology rather than to the story of Xenophon or the wanderings of Ulysses.

And now we come to those activities which make up the leisure part of our life and the enjoyment of the aesthetic side of our natures. This preparation for leisure should be made in leisure time.

In this department of activity is found the strongest plea for those who advocate the classics; and were we to give up this entire field to the classical student it would still remain that this part of our life, important as it is, takes the last place in the relative value of activities.

But we do not give up this field to the classical student. The use of the Latin and Greek for a better understanding of the English language must be granted; but where English is properly taught the student learns the most important derivations in the study of words.

Does the development of the aesthetic side of our natures depend upon classics? We can hardly grant that. From whence did your classical poet derive his inspiration? From Nature; and the same source is open to everyone today.

A great part of our leisure is taken up in the enjoyment of the fine arts, which do not directly come under the head of clissics or of science; but note the aid of the science of music to the art of music, of the sciences of perspective and light to the art of painting; and the science of anatomy, to the art of sculpture, and you see that science goes hand in hand with the highest art.

After having shown that the scientific knowledge is of greater value in itself, it remains to observe the relative value of the study of science and of language purely as a discipline.

The strongest point of the classical study is in strengthening the memory; but acquiring the many facts of nature as found in subjects like astronomy and geology affords a memory training that cannot be excelled.

Let us look at the different kinds of memory trained. We learn in the classical study the form of words. They take such and such forms because the grammar or dictionary says so, and tha. is generally the end of it. If we are able to trace them back a little way we soon come to some authority. The facts of science have a reason for being as they are; they depend one upon the other and are in perfect harmony.

In the first case it is memory without reason; in the second, memory with reason and perfect association of ideas. In science we are dealing directly with nature and constantly working out cause and effect. The result is a training of the judgment which cannot be equaled by any other line of study.

We have touched upon the value of scientific study as a mental discipline. How about its value as a moral and religious training? In the study of nature we find that every violation of law is met with disaster, and the line between truth and untruth is sharply drawn. We expect good effects from good causes and bad effects from evil ones.

In regard to the moral training of the classics, I am not well prepared to state, but I would ask the learned of the moral worth of many of the stories and odes of classic lore.

Of all studies, science is essentially religious; no time is taken to study the stories of heathen myths and idols; but every question put to nature brings out some new revelation of God's law and we see the Almighty everwhere in his works. The proper study of science develops the conception of the universe as one grand harmonious whole, and a man drawing his analogy from the harmony of music, sees his own existence in its true light.

We have seen that the sciences have played the most important part in the activies of life and in the development of the individual. Why, then, should we devote so much time in our so-called general courses to the study of classics which are found of but little use in the average life? That the classics are useful in special lines of researches is readily granted; but why load down our general curriculum with subjects that might better be taken in a professional school similar to the schools of medicine and of technology?

Associate Justice Frear took up the cudgel for the classical colleges, although admitting that he had a personal leaning to the other side. Mr. Frear thought all would agree that the highest aim in life was not the pursuit of material wealth, and it was from an erroneous view of education that the classics were not given more credit. Classics had been made the basis of educational work, because of their inherent merit; past results showed the great merit of these studies, and men who had been brought up on classics were among the foremost leaders of the world today. Justice Coleridge, in one of his addresses had said: "Do not give up the classics." People of today are liable to fall into the same error in this age of science, and forget the past. It is not the object of education to accumulate a lot of facts to be put into immediate use. In practical life students remember very little of the learned at college. A great deal of primary power may be gained by a study of science, but we are prone to give too much attention to the intensely practical side. A study of classics is the best foundation for the study of modern languages and for beauty of expression, style and fine expression of thought the classics have no superior. In Greek and Latin, students come in contact with the best and most artistic minds the world has ever known. Classics when used in the light of best education should be given a place with science.

Secretary Crawley gave a brief description of the aims and objects of university clubs in the United States, with which he had been associated, reviewing more particularly the work of the Harvard clubs, which have healthy existence in every large city of the United States. Mr. Crawley noted that the first 25 members of the Hawaiian Club represented 30 colleges and 73 degrees, the majority of the graduates being from New England institutions.

S. M. Ballou told of the decadence of hazing, but pointed out that the college men had some "cussedness' left, as was shown by the incidents which accompany initiation into college societies.

Jamie Wilder kept the company convulsed with one his inimitable stories.

Rev. C. M. Hyde was called upon to speak for Williams, and gave a splendid five-minute response, dealing particularly with the academic family life of the college during his day. His reference to President Hopkins was greeted with applause. He hoped the University Club would take up the university extension movement.

President Hosmer of Oahu College responded to the toast to Amherst, and Rev. Dr. Birnie did the honors very gracefully for Yale. Dr. N. B. Emerson told what Williams had contributed to the forces that saved the American Union. Rev. Mr. Monroe, who was one of the few Western college men present, paid a high tribute to the civilization the college men of early Hawaiian days, had established. Prof. Maxwell, the only English representative present, spoke upon the great good science and scientific education had wrought in the world.

Closing speeches were made by President Dole and Minister Smith, Mr. Dole dealing more particularly with the value of educated men to the country. Mr. Smith told some good stories, and paid a pretty tribute to the teachers of the country.

No college gathering is complete without its songs and the club was fortunate in including in its membership the Pacific Male Quartet, Messrs. Wood, Ingalls, Babbitt and Macurda. The quartet started the ball rolling, and besides rendering several very nice selections, led the way to "Solomon Levi" and kindred reminders of days when the boys were gay college youths. It was near to midnight when the last song was sung, the resolution of thanks passed and the motion to adjourn carried.

FROM HILO TOWN.

Merchant From There Says the People Are Not Selfish.

E. B. Barthrop, manager of the Hilo Drug Company, arrived yesterday on the Kinau, after an absence from Honolulu of more than a year.

Mr. Barthrop, with the confidence characteristic of the Hilo man, speaks in glowing terms of the outlook for Hilo.

"Most of the people up there," he said yesterday, "are quite enthusiastic for annexation. Our town is progressive, and when the country is annexed the new blood which will naturally be infused into the Islands, will find its affinity right in our district. You have no idea what strides the town has taken in the last 18 months. People who have never been to Hilo would hardly recognize it—from the descriptions you Honolulu newspaper men give it. Hilo is all right, and when the coffee plantations there begin producing in considerable quantities, there will be less for the people of Honolulu to laugh at.

"Then this talk about factions: Nobody recognizes it but the people down here. Ask Dick Richards; he will tell you there is but one. Ask Turner or Hitchcock, or any of the leading men, and the answer will be the same. We pull together in Hilo, and look at the result of it. We have good roads, fine buildings and good sidewalks—to get if we kicked a little more there would not be a street without a stone curb and a cement sidewalk. But we won't do it. The people of Hilo have resolved to say no more. They have come to their senses, and realize that every dollar spent for improvement on Hawaii or in Hilo, means depriving Honolulu of gratifying a whim. We would rather sacrifice the benefits which might be obtained through our having a new wharf, good streets and roads, than to have you Honolulu people struggle on without a road around Diamond Head or a tunnel through the Pali. We are generous up there, and wouldn't have you people down here go without any of the money that is appropriated for improvements, but if there is any old thing in Honolulu that you don't need, we would see that it is put to good use. A photograph of the appropriation made by the last Legislature would find a prominent place in our town library—anything more than a photograph would be a greater shock to us than the earthquake you thought you felt when you were up there."

"Why not," asks the Boston Transcript, "make wheat the national flower? It is the flour of the nation, and, besides, it is doing what it can to help in the maintenance of honest money and good government."